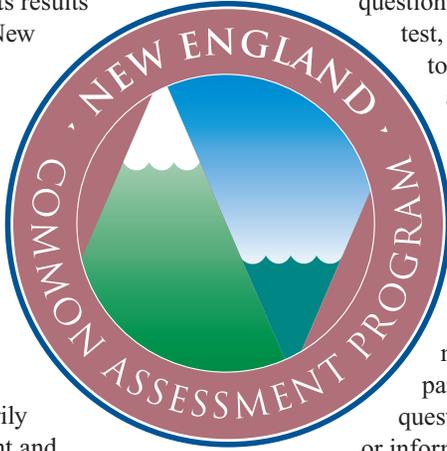


# About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level



results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2010-2011**

## School Results

**School:** Barrington High School

**District:** Barrington

**Code:** 01-01106



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	Barrington High School
<b>District:</b>	Barrington
<b>State:</b>	Rhode Island
<b>Code:</b>	01-01106

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>308</b>			<b>313</b>			<b>11,164</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	298	299	298	299	300	299	10,628	10,672	10,594	97	97	97	96	96	96	95	96	95
Current LEP Students	30	30	30	31	31	31	1,745	2,408	1,172	10	10	10	10	10	10	16	23	11
With an approved accommodation	2	2	2	2	2	2	271	311	261	1	1	1	1	1	1	3	3	2
IEP Students	1	1	1	1	1	1	36	50	28	50	50	50	50	50	50	13	16	11
With an approved accommodation	36	36	36	37	37	37	1,627	1,625	1,612	12	12	12	12	12	12	15	15	15
Other	29	29	29	30	30	30	820	841	747	81	81	81	81	81	81	50	52	46
<b>Students not tested in NECAP</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>13</b>	<b>14</b>	<b>536</b>	<b>492</b>	<b>570</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>
State Approved	0	0	0	2	2	2	195	156	189	0	0	0	14	15	14	36	32	33
Alternate Assessment	0	0	0	2	2	2	108	108	108				100	100	100	55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41				0	0	0	21	0	22
Withdrew After October 1	0	0	0	0	0	0	34	35	30				0	0	0	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration	0	0	0	0	0	0	12	13	9				0	0	0	6	8	5
Other	10	9	10	12	11	12	341	336	381	100	100	100	86	85	86	64	68	67

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	10,628	28	48	16	8	1147
MATH	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
WRITING	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Disaggregated Reading Results

School: Barrington High School  
 District: Barrington  
 State: Rhode Island  
 Code: 01-01106

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>308</b>	<b>0</b>	<b>10</b>	<b>298</b>	<b>193</b>	<b>65</b>	<b>90</b>	<b>30</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1157</b>	<b>299</b>	<b>65</b>	<b>30</b>	<b>4</b>	<b>1</b>	<b>1157</b>	<b>10,628</b>	<b>28</b>	<b>48</b>	<b>16</b>	<b>8</b>	<b>1147</b>
<b>Gender</b>																									
Male	162	0	1	161	93	58	58	36	8	5	2	1	1155	162	57	36	5	2	1155	5,364	22	50	18	10	1145
Female	146	0	9	137	100	73	32	23	4	3	1	1	1160	137	73	23	3	1	1160	5,255	34	46	14	6	1149
Not Reported	0	0	0	0										0						9					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	3	0	0	3										3						1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						63	16	41	30	13	1142
Asian	6	0	0	6										6						288	26	52	18	4	1148
Black or African American	3	0	0	3										3						862	11	46	27	15	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						30	3	53	23	20	1140
White	294	0	9	285	185	65	87	31	11	4	2	1	1157	286	65	30	4	1	1157	7,343	34	49	12	5	1150
Two or more races	1	0	0	1										1						166	28	47	20	5	1147
No Race/Ethnicity Reported	1	0	1	0										0						73	5	19	38	37	1134
<b>LEP Status</b>																									
Current LEP student	2	0	0	2										2						271	1	18	32	48	1131
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	54	38	8	1140
Former LEP student - monitoring year 2	0	0	0	0										0						32	3	53	38	6	1141
All Other Students	306	0	10	296	193	65	89	30	11	4	3	1	1157	297	65	30	4	1	1157	10,299	29	49	15	7	1148
<b>IEP</b>																									
Students with an IEP	37	0	1	36	8	22	19	53	6	17	3	8	1147	37	22	51	16	11	1146	1,627	4	32	33	31	1135
All Other Students	271	0	9	262	185	71	71	27	6	2	0	0	1159	262	71	27	2	0	1159	9,001	32	51	13	4	1149
<b>SES</b>																									
Economically Disadvantaged Students	11	0	0	11	3	27	5	45	3	27	0	0	1146	11	27	45	27	0	1146	3,762	13	49	24	14	1142
All Other Students	297	0	10	287	190	66	85	30	9	3	3	1	1158	288	66	30	3	1	1158	6,866	36	48	11	5	1150
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	10,628	28	48	16	8	1147
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,652	13	48	25	15	1142
All Other Students	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	7,976	33	48	13	6	1149
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						250	30	55	12	3	1149
All Other Students	301	0	10	291	189	65	88	30	11	4	3	1	1157	292	65	30	4	1	1157	10,378	28	48	16	8	1147

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Mathematics Results

School: Barrington High School  
 District: Barrington  
 State: Rhode Island  
 Code: 01-01106

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

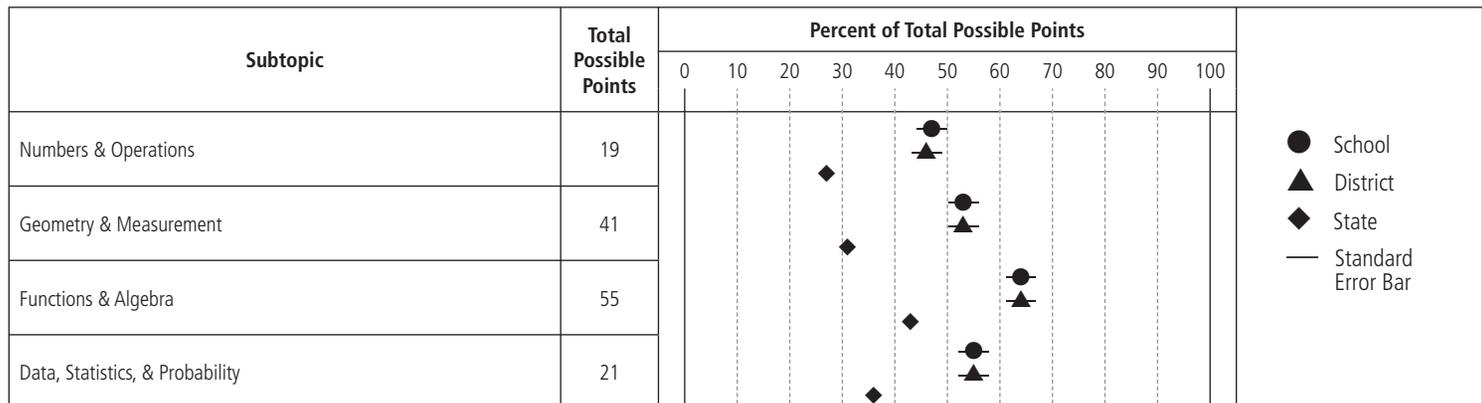
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	280	3	1	276	29	11	166	60	61	22	20	7	1143
2009-10	297	1	0	296	29	10	166	56	65	22	36	12	1143
<b>2010-11</b>	<b>308</b>	<b>0</b>	<b>9</b>	<b>299</b>	<b>46</b>	<b>15</b>	<b>174</b>	<b>58</b>	<b>51</b>	<b>17</b>	<b>28</b>	<b>9</b>	<b>1144</b>
Cumulative Total	885	4	10	871	104	12	506	58	177	20	84	10	1143
<b>DISTRICT</b>													
2008-09	280	3	1	276	29	11	166	60	61	22	20	7	1143
2009-10	298	1	0	297	29	10	166	56	65	22	37	12	1143
<b>2010-11</b>	<b>313</b>	<b>2</b>	<b>11</b>	<b>300</b>	<b>46</b>	<b>15</b>	<b>174</b>	<b>58</b>	<b>51</b>	<b>17</b>	<b>29</b>	<b>10</b>	<b>1144</b>
Cumulative Total	891	6	12	873	104	12	506	58	177	20	86	10	1143
<b>STATE</b>													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
<b>2010-11</b>	<b>11,164</b>	<b>156</b>	<b>336</b>	<b>10,672</b>	<b>272</b>	<b>3</b>	<b>3,224</b>	<b>30</b>	<b>3,094</b>	<b>29</b>	<b>4,082</b>	<b>38</b>	<b>1135</b>
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Disaggregated Mathematics Results

**School:** Barrington High School  
**District:** Barrington  
**State:** Rhode Island  
**Code:** 01-01106

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
<b>Gender</b>																									
Male	162	0	0	162	31	19	89	55	30	19	12	7	1145	163	19	55	18	8	1144	5,386	3	31	28	38	1135
Female	146	0	9	137	15	11	85	62	21	15	16	12	1143	137	11	62	15	12	1143	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	3	0	0	3										3						1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						64	2	14	28	56	1132
Asian	6	0	0	6										6						293	4	33	31	32	1137
Black or African American	3	0	0	3										3						865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						29	0	21	24	55	1129
White	294	0	9	285	44	15	166	58	50	18	25	9	1144	286	15	58	17	9	1144	7,342	3	37	31	29	1137
Two or more races	1	0	0	1										1						166	1	23	31	45	1135
No Race/Ethnicity Reported	1	0	0	1										1						76	0	8	13	79	1124
<b>LEP Status</b>																									
Current LEP student	2	0	0	2										2						311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	8	15	77	1130
Former LEP student - monitoring year 2	0	0	0	0										0						33	0	12	24	64	1130
All Other Students	306	0	9	297	46	15	174	59	49	16	28	9	1144	298	15	58	16	10	1144	10,302	3	31	30	37	1135
<b>IEP</b>																									
Students with an IEP	37	0	1	36	0	0	11	31	11	31	14	39	1135	37	0	30	30	41	1134	1,625	0	6	13	81	1124
All Other Students	271	0	8	263	46	17	163	62	40	15	14	5	1145	263	17	62	15	5	1145	9,047	3	35	32	31	1137
<b>SES</b>																									
Economically Disadvantaged Students	11	0	0	11	3	27	2	18	1	9	5	45	1140	11	27	18	9	45	1140	3,794	1	16	27	56	1131
All Other Students	297	0	9	288	43	15	172	60	50	17	23	8	1144	289	15	60	17	8	1144	6,878	4	38	30	28	1137
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,680	1	15	25	60	1130
All Other Students	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	7,992	3	35	30	31	1137
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						250	4	32	37	27	1137
All Other Students	301	0	9	292	44	15	172	59	49	17	27	9	1144	293	15	59	17	10	1144	10,422	3	30	29	39	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Writing Results

<b>School:</b> Barrington High School
<b>District:</b> Barrington
<b>State:</b> Rhode Island
<b>Code:</b> 01-01106

### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	280	2	3	275	44	16	165	60	61	22	5	2	7.7
2009-10	297	1	0	296	38	13	172	58	83	28	3	1	7.6
<b>2010-11</b>	<b>308</b>	<b>0</b>	<b>10</b>	<b>298</b>	<b>9</b>	<b>3</b>	<b>211</b>	<b>71</b>	<b>76</b>	<b>26</b>	<b>2</b>	<b>1</b>	<b>7.3</b>
Cumulative Total	885	3	13	869	91	10	548	63	220	25	10	1	7.5
<b>DISTRICT</b>													
2008-09	280	2	3	275	44	16	165	60	61	22	5	2	7.7
2009-10	298	1	0	297	38	13	172	58	83	28	4	1	7.5
<b>2010-11</b>	<b>313</b>	<b>2</b>	<b>12</b>	<b>299</b>	<b>9</b>	<b>3</b>	<b>211</b>	<b>71</b>	<b>77</b>	<b>26</b>	<b>2</b>	<b>1</b>	<b>7.3</b>
Cumulative Total	891	5	15	871	91	10	548	63	221	25	11	1	7.5
<b>STATE</b>													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
<b>2010-11</b>	<b>11,164</b>	<b>189</b>	<b>381</b>	<b>10,594</b>	<b>119</b>	<b>1</b>	<b>5,269</b>	<b>50</b>	<b>4,680</b>	<b>44</b>	<b>526</b>	<b>5</b>	<b>6.4</b>
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
<b>2008-09</b>	<p><b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
<b>2009-10</b>	<p><b>Procedure</b> Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.</p>
<b>2010-11</b>	<p><b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Writing Results

<b>School:</b> Barrington High School
<b>District:</b> Barrington
<b>State:</b> Rhode Island
<b>Code:</b> 01-01106

Average Score Comparison by Type of Writing <sup>§</sup>																
Type of Writing	Tested	School					District					State				
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	298	7.3		●		299	7.3		●		10,594	6.4		●	
	2009-10	36	7.7		▲		36	7.7		▲		1,339	6.5		▲	
<b>Response to Literary Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	38	6.7		●		38	6.7		●		1,327	6.2		●	
	2009-10	37	7.5		▲		37	7.5		▲		1,323	6.2		▲	
<b>Response to Informational Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	39	6.9		●		39	6.9		●		1,313	6.3		●	
	2009-10	36	7.2		▲		37	7		▲		1,321	6.2		▲	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	38	7.4		●		38	7.4		●		1,321	6.6		●	
	2009-10	36	7.7		▲		36	7.7		▲		1,339	6.5		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	38	7.6		●		38	7.6		●		1,328	6.6		●	
	2009-10	37	8		▲		37	8		▲		1,337	6.8		▲	
<b>Persuasive Essay</b> Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	37	7.4		●		37	7.4		●		1,340	6.6		●	
	2009-10	38	7.9		▲		38	7.9		▲		1,326	6.6		▲	

(C) This type of writing was administered to all students.  
 The ● shows this year's score and the black bar (■) shows the range where most students in this sample scored.  
 The ▲ shows last year's score and the gray bar (▒) shows the range where most students in this sample scored.  
 § The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.  
 The score of 7 represents the score required to be proficient.  
**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Writing Results

<b>School:</b> Barrington High School
<b>District:</b> Barrington
<b>State:</b> Rhode Island
<b>Code:</b> 01-01106

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	0	0	0	0	<1
11	6	5	1	<1	1	<1	<1
10	5	5	8	3	8	3	1
9	5	4	17	6	17	6	3
8	4	4	129	43	129	43	27
7	4	3	65	22	65	22	20
6	3	3	63	21	64	21	29
5	3	2	8	3	8	3	8
4	2	2	5	2	5	2	7
3	2	1	0	0	0	0	1
2	1	1	1	<1	1	<1	2
0	0	0	1	<1	1	<1	2

Scoring Rubric	
6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
4	<ul style="list-style-type: none"> <li>• purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>• details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <li>• some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics</li> </ul>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Disaggregated Writing Results

School: Barrington High School  
 District: Barrington  
 State: Rhode Island  
 Code: 01-01106

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	6.4
<b>Gender</b>																									
Male	162	0	1	161	5	3	106	66	49	30	1	1	7.2	162	3	65	31	1	7.2	5,339	1	43	49	6	6.2
Female	146	0	9	137	4	3	105	77	27	20	1	1	7.4	137	3	77	20	1	7.4	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	3	0	0	3										3						1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						64	2	42	45	11	6.0
Asian	6	0	0	6										6						288	2	54	41	3	6.6
Black or African American	3	0	0	3										3						852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0										0						30	0	17	70	13	5.2
White	294	0	9	285	8	3	203	71	72	25	2	1	7.3	286	3	71	26	1	7.3	7,342	1	55	41	3	6.7
Two or more races	1	0	0	1										1						166	1	41	55	3	6.3
No Race/Ethnicity Reported	1	0	1	0										0						68	0	18	47	35	4.4
<b>LEP Status</b>																									
Current LEP student	2	0	0	2										2						261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						33	0	24	70	6	5.7
All Other Students	306	0	10	296	9	3	210	71	75	25	2	1	7.3	297	3	71	26	1	7.3	10,274	1	51	44	4	6.5
<b>IEP</b>																									
Students with an IEP	37	0	1	36	1	3	18	50	15	42	2	6	6.7	37	3	49	43	5	6.6	1,612	<1	18	64	18	4.9
All Other Students	271	0	9	262	8	3	193	74	61	23	0	0	7.4	262	3	74	23	0	7.4	8,982	1	55	41	3	6.7
<b>SES</b>																									
Economically Disadvantaged Students	11	0	0	11	1	9	6	55	4	36	0	0	7.2	11	9	55	36	0	7.2	3,740	<1	37	54	8	5.9
All Other Students	297	0	10	287	8	3	205	71	72	25	2	1	7.3	288	3	71	25	1	7.3	6,854	1	57	39	3	6.7
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	6.4
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,623	<1	37	52	10	5.8
All Other Students	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	7,971	1	54	42	3	6.6
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						250	2	51	46	2	6.7
All Other Students	301	0	10	291	9	3	206	71	74	25	2	1	7.3	292	3	71	26	1	7.3	10,344	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.